The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - - 80 Boylston St., Boston, Mass.
NEW YORK OFFICE: - - 285 Fifth Ave., New York City
SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE: - - 7 Garrick St., London, W. C. 2, Eng.
AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year; Ten Cents, the Copy.
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Vol. I AUGUST, 1921 No. 12

Personality as a Class Subject

ONE of the New York schools, the Katherine Gibbs School, that makes a specialty of training women for secretarial and executive positions, has introduced a well-organized course in personality, using Mr. Spillman's book, "Personality—Studies in Personal Development," as the text. The idea is to make a more serious attempt at personality building than has heretofore been made. The syllabus prepared by Mr. Spillman is so planned as to guarantee effective reactions from each member of the class. A feature of the work is the personality chart, illustrated on the next page, around which all the personality lectures and recitations revolve.

This chart, as its study will reveal, provides for a comprehensive and periodic self-survey by the student. Space is also provided for the rating of the instructor or lecturer, so furnishing an interesting basis for comparison. Self-analyses are made by the students not less frequently than at the beginning and end of the course. The time and extent of the teacher's rating is optional. In some cases an analysis has been made and recorded by a member of the pupil's family or a friend who is sufficiently acquainted with the personality assets and liabilities of the student to give weight to the rating.

Providing for Self-Inventory

The introductory lecture on the first chapter of "Personality"—"Self-Survey and Control"—established in the minds of the class the tragic lack of self-knowledge. Each pupil saw himself as a world of undiscovered possibilities. He was

SPILLMAN'S PERSONALITY CHART
(For Character Analysis)

"To thine own self be true
And it must follow, as the night the day,
Thou canst not then be false
To any man." — Shakespeare.

Meditate upon the above quotation fifteen minutes before starting your analysis. So far as lies within your power, give yourself an accurate rating. There should be no perfect scores. Where the mark is low resolve as you put it down that you will register higher when you re-evaluate yourself.

	PART I OBJECTIVE ANALYSIS Concrete Qualities (100 points)	Survey Dates By Self	By Self	By
GENERAL HEALTH (30 pts.-5 each)	Physical handicap	4		
	Eyes	2½		
	Ears	4		
	Digestion	4		
	Energy	4		
	Endurance	4		
APPEARANCE (70 pts.)	Quality, Tastefulness & Condition of apparel including cleanliness (20)	15		
	Voice, including language (20)	13		
	Carriage (5)	4		
	Hands (Nails) (5)	4		
	Hair (5)	4		
	Face (Condition of) (5)	4		
	Shoes (5)	4		
	Teeth (5)	3½		
	PART II SUBJECTIVE ANALYSIS Abstract Qualities (100 pts.-5 each)			
	Self-knowledge	1		
	Self-faith	1½		
	Self-command	4		
	Imagination	1½		
	Concentration	3		
	Judgment	4		
	Study	4		
	Initiative	3½		
	Loyalty	4½		
	Truthfulness	4½		
	Ambition	4		
	Cheerfulness	4		
	Courage	4		
	Enthusiasm	3½		
	Patience	3		
	Orderliness	4		
	Friendliness	3½		
	Appreciation	4		
	Decision	3		
	Forcefulness	3½		

PERCENTAGE (Total No. of points divided by 2)
70½

NAME _____

SCHOOL Katherine Gibbs School

about to go into business. He was learning to keep the books of others and he didn't know whether he himself was a going concern. The greatest business in life is the business of living, and the only way to get 100% out of life is to invest 100% in life. The investment can not be made until the capital is located. The personality students are encouraged to take a self-inventory and start bookkeeping in the business of life. The Personality Chart provided a self-recorded balance sheet of their personality assets and liabilities.

The chart was drawn, as will be seen, to give the students 200 possible points; 100 of these fall in the realm of the objective; 100 in the subjective. Of the 100 objective points 30, or 5 each, are assigned to health qualities—physical handicap, eyes, ears, digestion, energy, endurance. Seventy points are assigned to appearance, the quality and condition of apparel, voice, etc. Twenty subjective or abstract qualities are credited with a possible five points each. The total number of points when divided by two gives, of course, the general average.

Students' Reports

The students were required to read the quotation from Shakespeare appearing at the top of the Chart and to meditate upon the survey one hour before recording any rating. About 75 charts were handed in. The lowest individual rating was 59%, the highest 91%, and the average 75%. One young woman gave herself an average mark of 75 7-8%, showing with what pains and precision she had made her analysis. The value of the Chart, of course, lies not in its exactness, but in the habit of introspection that it encourages. These charts, when completed, reflected the great pains and earnestness employed by each pupil in her analysis.

Essays Accompanying Charts

In connection with the filling in of the original survey ratings, each student was required, after carefully studying his ratings, to write an essay of not fewer than 150 words, outlining a plan of self-improvement to be evidenced by the rating of the second survey. These essays were submitted to the instructor attached to the Personality Charts. They disclosed beyond doubt the merits of the Chart, as well as the fact that a study of "Personality" when correllated with the Chart can be made surprisingly practical. One young woman who marked herself "0" on nails made this helpful confession in her essay:

> My will has a very trying and difficult task before it. Although my will has been considered strong in many instances, it has failed me absolutely in this particular case.
>
> I am mortified to confess this abominable habit of mine. I bite my finger nails. I have no excuses to offer. My physical condition is excellent and I am not the least bit nervous.
>
> I have been determined to overcome this habit since I have been big enough to realize how disgusting it is. And so far I have not progressed very rapidly. Most times I am unconscious of biting my nails until my attention is called to it.
>
> But I have not given up hope. Once this habit was so strong that it caused me physical pain. Now my nails are in better condition and do not trouble me—until I look at them.

On the bottom of this essay the instructor marked:

> I commend your frankness and predict that you will get a great deal of good from writing this essay. We agree with you.

Another pupil whose chart showed a greater weakness in the subjective division, wrote this:

> I am trying to bring myself to be interested in other people's joys and sorrows, and in the

things that are of common interest, rather than to bring my own affairs into a conversation. I want to be a good listener rather than a good talker, and I mean to apply this to my work as a secretary as well as in my private life.

I am sure I can be of greater service to a business man if I put the company's and his interests before my own, and it will only be going down to the root of things, and getting his ideas, that I can carry out his wishes.

I want to get a broader view of life, and it seems to me the only way it can be had, except by actual experience, is to get the different viewpoints of as many people as possible.

The charts, after general and specific comment in class by the instructor, were passed back to the pupils, each essay carefully marked with suggestions and recommendations.

Experience proves that the Personality Chart as designed by Mr. Spillman and used in this school, in connection with the "Personality" book, brings the study of this interesting subject out of the field of the theoretical into the field of the practical.

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Teachers' Certificates

SINCE the last list was published we have awarded Teachers' Certificates to the following candidates:

Amy Adams, Springfield, Mass.
Sister M. Albert of Jesus, Marlboro, Mass.
Sister Mary Alexander, Chicago, Ill.
Mary M. Aldrich, Springfield, Mass.
Alice A. Anderson, Springfield, Mass.
Anne C. Anderson, Grafton, N. Dak.
Dolores Antiga, Anaheim, Calif.
Mercedes Antiga, Anaheim, Calif.
Sister M. Antonina, Lemont, Ill.
Irene Archer, Christchurch, New Zealand
L. S. Augustine, New Orleans, La.
Erma Hazel Baker, Childress, Tex.
Norma V. Baker, Columbus, Ohio
Marguerite Barrie, West Liberty, Iowa
Frances M. Bensmiller, Oskaloosa, Iowa
Mildred Hall Beals, Springfield, Mass.
O. A. Beauchamp, Beaumont, Tex.
Opal L. Bishop, Columbus, Ohio
Julia Ethel Blanchard, Springfield, Mass.
Harold W. Blood, Springfield, Mass.
Helen Mae Bogart, Bluffton, Ohio
Leah Narcissa Bonnell, Fort Madison, Iowa
Florence M. Bookman, Moline, Ill.
Ben Britton, West Jefferson, Ohio
Arline R. Browe, Newport, R. I.
Rose Bruce, Oklahoma City, Okla.
Mrs. J. W. Buchanan, Oklahoma City, Okla.
Paul H. Bullock, Springfield, Mass.
Frank C. Burge, Dallas, Tex.
Lucy Burruss, Kansas City, Mo.
Minnie C. Buschmann, Springfield, Mass.
Helen Charlotte Butler, Fort Madison, Iowa
Helen Verlin Butler, Wallingford, Conn.
Ruth A. Byers, Fort Madison, Iowa
Jeremiah Capobianco, Columbus, Ohio
Eva Elizabeth Carlson, Springfield, Mass.
Amanda C. Carroll, Hastings, Nebr.
Marie Isadore Casey, Springfield, Mass.
Nostra L. Cattoi, Ishpeming, Mich.
Minnette Louise Cattrell, Columbus, Ohio
Hazel D. Chandler, Springfield, Mass.
Ruth A. Child, Springfield, Mass.
Adella M. Chott, Fort Madison, Iowa
Elsie M. Clark, Springfield, Mass.
Margaret E. Class, Greenfield, Mass.
Bertha M. Cleveland, Manchester, N. H.
M. Elizabeth Condon, Springfield, Mass.
Doris A. Connelly, Springfield, Mass.
Mary Marguerite Connor, Springfield, Mass.
Grace Cook, Oklahoma City, Okla.
Doris Evelyn Coolidge, Longmeadow, Springfield, Mass.
Alta Coon, Hastings, Nebr.
George Hilary Cooper, San Antonio, Tex.
Jennie A. Cooper, Oconomowoc, Wis.
Marion E. Corley, Springfield, Mass.
Maude Cornwell, Stockton, Calif.
Jennie A. Costa, West Springfield, Mass.
Pearl Kathleen Cotter, Springfield, Mass.
Jennie E. Coy, Kirklin, Ind.
Bertha Crawford, San Antonio, Tex.
Mildred Kelly Cummings, West Springfield, Mass.
Margaret Evelyn Curry, Fort Madison, Iowa
Kathryne Rita Dailey, Springfield, Mass.
Sarah A. Daly, Springfield, Mass.
Evalona Darling, West Springfield, Mass.
Helen D. Davis, St. Joseph, Mo.
Lucile Davis, Washington, D. C.
Golde DeHan, Avondale, Cincinnati, Ohio

(*Continued on page 406*)

What California Does About Contests

By Frances Effinger-Raymond

THE States within the territory of the Pacific Coast Office, at San Francisco, have developed the interschool contest and educational business show method of increasing the interest in and vitality of the commercial work. In large cities, the business show is held between teams from the Intermediate, Junior, and Senior Highs; in sections where there are a number of small highs, a regional exhibit and contest are given.

At the recent California State Typewriting Contest at Los Angeles, teachers and pupils from the public schools drove overland five hundred miles to enter the contest. "Pop" Kimball tells us fifteen miles is the average school distance covered by entrants in the many Business Shows conducted in the East and Middle West.

We submit the following typical program to illustrate the kind of talent we have at our school meetings and also to show the way we explain and exhibit actual classroom work in shorthand, typewriting, and office training. There is no question about an audience—in every instance, Shows of this kind have taxed the capacity of the large school auditoriums.

FIRST ANNUAL BUSINESS SHOW
BERKELEY SCHOOLS

High School Auditorium, May 9, 1921, 7:30 p. m.

MUSIC:—*a.* March—The Golden Gate....*Brown*
b. Valse Boston..... *Lumbye*
c. Patrol—The Night Riders.... *Huff*

BERKELEY HIGH SCHOOL BAND
MR. J. L. RUDDICK, Director

Education and Business—
MR. H. B. WILSON, Superintendent of Schools

Interschool Typing Contest....*Berkeley Schools*
JUDGES: MR. C. L. BIEDENBACH, Principal High School
MISS SYLVIA M. DOLEN, Fremont High School, Oakland

GARFIELD GLEE CLUB

Songs—

MISS MABEL WILSON, Director

Vocational and Avocational Needs for Commercial Training
MR. W. W. PATTY, Director of Vocational Education

First Steps in Typing, Demonstrated by the Burbank School Pupils
MRS. MARY TOMSEN, Director

Opportunities of the Evening School
MR. D. L. HENNESSEY, Director of Evening Schools

Demonstration by the California State High School Novice Typing Champion
MISS LIDA ROYCE, Berkeley High School

First Lessons in Shorthand, Demonstrated by the Edison School Pupils
MISS ALICE MARTIN, Director

THE OFFICE—A TWO SCENE ACT

SCENE I. a, b and c. SCENE II. d and e.
a. The Junior Clerk....*Mr. Carl P. Bowles*
b. The Calculator Operator ..... *Miss Ethel Brown*
c. The School Accountant..... *Mr. H. E. Longnecker*
d. The Stenographer....*Miss Elnora Shillig*
e. Our Graduating Class..... *Miss Margaret McCulloch*

Awarding of Typing Trophies to Winners of Interschool Contest
MR. CLYDE BLANCHARD, Director of Commercial Education

Note: Between acts, the classes in Economic Geography, under the supervision of Miss Mabel Palmer, of the High School, will show slides illustrating their work.

An Interhigh School Contest and Business Show (*Continued on page 394*)

EDITORIAL COMMENT

On Sundry Topics

Method of Judging Textbooks

How to judge the value of a textbook is of importance to the teacher as well as to the superintendent. Superintendent Harbourt, of Sandusky County, Ohio, has submitted the following plan in the *School Board Journal.*

Social Efficiency: Textbooks should be judged from the point of view of social efficiency.

a. Material chosen should relate to those experiences and needs which appeal to the child as of social worth.

b. Admission or exclusion of subject matter should be determined with reference to its value in the solution of life's problems.

Motivation: Textbooks should provide for motivation:

a. By problem form of presentation where possible. Since textbooks are to concern themselves, to a large extent, with the solution of problems, they must provide sufficient data or indicate the source from which it can be obtained. The various features of textbooks to be examined with this thought in mind are—

Content of reading material
Illustrations—pictures, maps, charts, etc.
References
Explanatory and supplementary notes
Accuracy of data
Index
Table of contents
Demand of book for equipment and apparatus
Preface and suggestions for use
Appendix

b. By content of book suggesting supplementary material growing out of the interests of community life.

Properly Graded: Textbooks should be graded with reference to the attainment of the child and his capacity for progress.

Mechanical Make-Up: Under this head should be considered:

a. Conservation of eyesight—
   Type, size and kind
   Length of line
   Paper, glazing and finish
b. Ethical effect—
   Arrangement of page
   Margin
   Placing of illustrations
   Binding and general workmanship
c. Convenience as to use—
   Size and proportions
   Durability

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Obituary

IN THE death of Mr. Stewart F. Benson, of the McDonough School at Royal Oak, Maryland, we have lost one of the most artistic writers of our system.

Mr. Benson was a scholar in the true sense of the word—never satisfied until he had attained as near perfection as possible. His style of shorthand penmanship was a delight to the eye and his knowledge of the theory without a flaw.

The teachers and boys of The McDonough School have suffered a great loss in the death of Mr. Benson.

Subject Scored _____

Titles of Text-books Scored (Exact Titles to be written in, stating whether Elementary or Advanced)									
Social Efficiency (30 Points)									
Motivation (30 Points)									
Properly Graded (20 Points)									
Mech'l Make-Up (20 Points)									
TOTAL POINTS									

Remarks:

Signature of One Scoring _____

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

WORD has just been received that Mr. H. M. Munford is to be head of the shorthand department in Beckley Business College, Harrisburg, Pennsylvania. Following several years as head of the advanced shorthand department in Gregg School, Chicago, Mr. Munford was placed in charge of the training of shorthand teachers in the overseas army. While engaged in this work he wrote a very fine manual for shorthand teachers. We get many requests for this book, but it was a War Department document and is not available. On his return, Mr. Munford assumed charge of the shorthand and typewriting departments in Bay Path Institute, Springfield, Massachusetts.

Mr. Munford is a most efficient shorthand teacher, and Beckley Business College is to be congratulated on obtaining his services.

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The French Lick, Indiana, schools are conducting a free public night class in shorthand and bookkeeping. Mr. Russell Sage, the commercial teacher, writes us that it is creating great interest. The class meets in one of the local churches.

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The summer sessions of the University of California at Berkeley and at Los Angeles have an enrollment of over seven thousand—the largest summer semester in any school in the country. A live superintendent from the South collected some one hundred teachers from Georgia, North and South Carolina, Louisiana, and Texas and brought them to Berkeley in a special train for the six weeks' course. The several departments in commerce are in charge of such well-known instructors as C. I. Blanchard; Marie M. Duggan; C. A. Glover; W. C. Hyatt; Emma J. Johnson; W. E. Moore; Mrs. Fayette Partch; L. N. Pease; Mrs. Eva M. Allen; Estella B. Plough; and Mrs. Mary M. Tomson.

△ △ △

Nettleton Commercial College, Sioux Falls, S. Dak., has secured Miss M. Louise Wallage for their school. Miss Wallage has been teaching at Brown's Business College, Rockford, Ill.

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The Armstrong Secretarial School, at Berkeley, California, has been a remarkable success. It was started three years ago by Professor J. E. Armstrong, of the University of California. He restricts his enrollment to students who have high school education and are willing to give intensive study to business subjects for a period of one year. His instructors are College men and women who have had business experience; his equipment is the best that can be secured and his course of study includes Mathematics, Modern Languages, Foreign Trade, Business Organization and Management. His business practice department turns out a large quantity of paid work for the Berkeley business men, banks and corporations.

Every once in a while, he gives a business men's luncheon in the large reception hall of his school building. One held on (*Continued on page 401*)

Notes on Lessons in Gregg Shorthand—No. XI

By William Wheatcroft

Phrase-Writing—Part 2

THEORY

III.—Groups of Phrases

(*c*) Blending and Phrase-writing.

(*d*) Omissions.

1. *of the*, implied by proximity.
2. *from*..... *to* .....
3. ..... *after* .....
4. ..... *by* .....
5. *to*, after *able*, *according*, *glad*, *like*, *order*, *please*, *reference*, *regard*, *regret*, *relative*, *respect*, *wish*, *hope*, *sorry*, *ought*.
6. Any word which must be written in the transcript, as *of*, *the*, *to the*, *or*, *and*, *a*, *in*, *in a*, *into the*, *a*.....*of*, *the*.....*of*.

IV.—Kinds of Phrases

(*a*) Those to be memorized.

(*b*) Those based on definite principles.

(*c*) Those which are improvised.

V.—Business Phrases

Notes on Lessons in

By William

Phrase-Writ-

BLACKBOARD SKETCH

III. (*c*)

Blend	Examples		
	at once	to need	to any question
	at any rate	you do not say	
	to meet	it may be	to my attention
	in due measure	$1,500	
	we would have been	could have been	
	to dream	in order to do	
	let me know	in my question	
	it is said	it was said	

(*d*)

Words Omitted	Examples	
of the	date (of the) letter	work (of the) manager
	page (of the) book	
from..to	(from) side (to) side	(from) hour (to) hour
after	suggestion (after) suggestion	machine (after) machine
by	inch (by) inch	step (by) step
to	I regret (to) note	I would like (to) know
the	for (the) first time	about (the) matter

Gregg Shorthand—No. XI

WHEATCROFT

ing—Part 2

BLACKBOARD SKETCH

WORDS OMITTED	EXAMPLES	
to the	in reference (to the) matter	
or	two (or) three days	on (or) before
and	ladies (and) gentlemen	again (and) again
a	as (a) means	in (a) very short time
in a	I am (in a) position	once (in a) while
into the	look (into the) matter	
a...of	as (a) matter (of) course	

Special device

	and above all		all over the world
	all over the city		all over the country
	over the matter		

OBSERVATIONS

Before proceeding with the blends in phrase-writing, students should be tested in the forms of phrases already taken. The following is a suggested test:

(1) I hope to sell the goods at an early date. (2) We shall price the cotton as low as we can. (3) I was at the show many weeks ago. (4) You will be very sorry if you have any shares. (5) We don't like to find you can do the work easily. (6) Please write him that you have been to the city.

Correct; mistakes to make a "drill."

(*c*) Blending and phrase-writing was introduced in a previous lesson, but here we have more difficult illustrations. Proportion is very important.

Just as we have a blend by joining *s* and *v* without an angle in the termination *sive*, as in *offensive*, *extensive*, *defensive*, *intensive*, so we have the blended phrase-forms for *will-be-satisfactory*, *by-same*, *on-the-other-hand*.

(*d*) There is almost unlimited scope in the matter of omissions in phrase-writing, and speed efficiency is unattainable without a knowledge of the lists found in the textbooks. Attempting to use the phrase-forms without having mastered them will cause hesitation—the result being more disastrous than if the individual outlines had been written. The writing of all textbook phrases should be as automatic as the execution of the strokes of the alphabet.

In (1) note that *of the* may be indicated by proximity, but where the two words must be read in the transcript, then the words separated by *of the* may be joined. If the writing of forms closely together is very carefully observed as a habit, then no difficulties will arise; otherwise, doubt may exist as to the correct rendering, i.e., *some of the people* or *some people*.

When *s* is used for *us* in phrases, the "comma s" is always used. Thus we distinguish *write us* from *writes*.

The dot for *ing* may be used medially, as in *hoping-to-make*, *having-done-so*, *doing-the-best*. Also used in such a phrase as *to-any-thing*.

Observe that (similar to the derivatives of wordsigns, such as *favorable*, *nameless*, *careless*) the distinctive appearance of an individual word may be preserved in a phrase-form, as in *my letter*.

It is almost impossible conveniently to tabulate all the omissions in phrase-writing, even if it were necessary or desirable, as in some cases the omissions apply only to isolated examples. The tabulation given here is fairly comprehensive, and excellent working material can be secured by grouping around the various sections.

Note the device used in writing *and-above-all*, *all-over-the-city*, *over-the-matter*, *all-over-the-world*, *all-over-the-country*.

IV. The average writer is concerned only with (*a*) and (*b*). Improvised phrases are dangerous to any but the most expert writers.

V. Students should make a collection of the business phrases in the textbook and constantly review them. Reading in rotation as quickly as possible from such a list is excellent training. Drills 2 and 3, p. 66, to be included in the list.

Business Letters. Use as previously recommended.

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What California Does About Contests

(*Continued from page 387*)

was held at Fresno, California in May. It was a County affair and eight high schools competed.

The school winning the most points was awarded the grand trophy—a silver cup donated by the Lions Club. This cup is to be won three times in succession to become the property of any one school. The Fresno High School won the cup.

Fowler was first in shorthand, Clovis second, Fresno third, fourth, fifth. In the Novice typewriting contest, Kingsburg was first, and in the Amateur Fresno was first.

This is to be an annual affair. Next year, it will be held in connection with the Central Teacher's Convention, sometime during March.

Mr. J. F. Bowers, Chairman Commercial Section, Eastern California State Teachers' Association, was in charge of and largely responsible for the success of this regional contest.

Eastern Commercial Teachers' Convention

New York City, March 24-26

(*Continued from the July issue*)

Round Table—Training Bookkeepers and Other Office Workers

Friday Afternoon, March 25

Guy D. Miller, Chairman

Report by G. P. Eckels

Training the Bookkeeper

MR. CHARLES F. RITTENHOUSE, certified public accountant, gave an excellent address on the modern bookkeeper and the training he requires. His paper is worthy of printing in full.

In the discussion Mr. Charles E. Bowman, head of the commercial department, Girard College, and a lecturer in methods of business practice, Temple University, Philadelphia, said there were two methods in teaching bookkeeping, one the teacher method and the other the textbook method. He stated that he could teach the theory of bookkeeping in four months. Mr. E. A. Crittenden, of the Technical High School, Scranton, recommended an intensive course for two years rather than a four-year course. He does not think that extensive treatment of special phases should be emphasized.

The second discussion, by Mr. E. W. Barnhart, was a plea for the junior commercial worker. Mr. Barnhart made the following points:

Training Other Office Workers

"A multitude of specialized commercial occupations has been developed during the past fifty years. Young workers can be utilized, and so children drop out of school to go to work in these specialized commercial positions. Only one-third of our fifteen-year-old children and only one-fifth of our sixteen-year-olds are in the public schools. Of those who are at work a very large number are in some specialized office or store position. Despite the fact that so many drop out of the upper grammer grades and first year of high school to go into offices and stores, no courses have been developed to meet the needs of these young workers either before they drop out or after they come back for evening school work. Obviously, our present courses in bookkeeping and stenography are not suited to the needs of children less than seventeen. If our schools were truly democratic, they would meet the needs of the larger number of children already at work in the commercial field before provision was made for the smaller group left in commercial courses, or the very small group which graduates from the commercial department."

Dr. R. Wesley Burnham, Principal of Haaren High School, New York City, told most interestingly of the work they are doing in the Co-operative High School. He said they had better attendance than he had ever been able to get before and less tardiness; that they covered from two-thirds to three-fourths of the

textbook material in half the time, and when they had finished school got much better wages because of their experience. He gave the average pay to start as from $15 to $25 a week. Positions are usually secured in advance.

During the discussions there was considerable emphasis placed upon the educational value of bookkeeping.

The last discussion, by John Aubel Kratz, of the Federal Board for Vocational Education, on "Business Training Needs in the Training of Industrial Cripples," was an excellent contribution to the program. Mr. Kratz proved conclusively that he is doing a great work in training cripples. He cited a number of special cases which had come to his attention and the solution he found for the difficulty. Vocational guidance and tests which might be used successfully in other fields of education could not be applied to the work he is doing. He said the work is individual, of necessity, and the training adapted to the peculiar needs of the individual.

* * *

Round Table—Training for Store Positions

Friday Afternoon, March 25

Dr. Norris A. Brisco, Chairman

SEVEN four-minute addresses were presented at this meeting. All dealth with the broader topic of retail selling courses in public high schools, in private schools, and within the store. In the last named, the courses are arranged to meet the varying needs of applicants. The essential subjects that all should be required to take up are economics, business organization, color and design, textiles, English, business etiquette, penmanship, store organization, salesmanship, and merchandise instruction.

The chief aim of all training should be inspirational, in contrast to the aim in a shop to gain skill. All training centers around the three general topics of system, stock, and selling. All teaching should be done by those who have had experience in store selling.

The private commercial school is the logical place to begin work in retail selling because it is able to organize short-time unit courses. The average length of such courses is twelve weeks, one hour a week. But these courses should be confined to the more limited topics of retail selling, rather than attempt to cover the general subject of salesmanship.

The four main elements of all retail selling are a study of the store itself, the goods that are to be sold, those who buy, and the salesman.

The chief aim of all instruction is to obtain better work and more loyal service. Owners of stores have come to realize that it is quite as important that they analyze the selling end of their business as that they devote time to the production end of the business.

Miss Isabelle Craig Bacon, special agent for retail selling education of the Federal Board for Vocational Education, gave a short analysis of the continuation school work. Miss Craig emphasized the short unit courses as being best in the subject of training for store positions at the present time.

Miss Daisy Lord, director of retail selling courses at Waterbury, Connecticut, explained away the prevailing notion that clerk's unions and merchants do not coöperate with schools that give retail selling courses.

Round Table—Business Mathematics

Saturday Morning, March 26

K. C. Atticks, Chairman

Report by G. P. Eckels

MR. GILBERT J. RAYNOR, Principal of the Commercial High School, Brooklyn, New York, very interestingly and ably discussed "The Characteristics of Business Arithmetic Which Distinguish It from Academic Arithmetic." He characterized business arithmetic as the arithmetic of purpose, and stated that this was the reason pupils showed more interest in commercial arithmetic than in academic arithmetic. He said they might be compared in characteristics to the difference between work in the gymnasium and work on the wood pile. He said that problems to be interesting must show on the face of them that they are practical and useful. No work without purpose is interesting. He placed much emphasis on accuracy. They grade their pupils on the number of problems they get right before they make a mistake; after the mistake, nothing is counted. In academic arithmetic results are the chief aims. In commercial arithmetic purpose is uppermost.

In the discussions which followed, Mr. M. H. Bigelow, of Atlantic City, gave some very good illustrations of the kind of arithmetic done in his school, which bore out the points made by Mr. Raynor.

"Homework—Does It Help or Hinder," was the title of the subject handled by Mr. F. G. Allen, Superintendent of the Bryant and Stratton Commercial School, Providence, Rhode Island. Mr. Allen did not stick so close to his subject, but said that homework should consist only of drill work; also that homework leads to unnecessary slovenliness and dishonesty. The general discussion of this subject was continued by Mr. Bigelow, Mr. Deitrich, Mr. Dunbar, and others.

Mr. Floyd S. Wheelen, of the West High School, Rochester, New York, opened the discussion on "Mental Arithmetic Brought Down to Date" by saying that he learned to like arithmetic through mental arithmetic, and he emphasized its value as a mind developer. He called attention to the fact that where mental arithmetic is not appreciated it is due to wrong method of presenting it. He emphasized the necessity of special work, and featured competition.

Miss Grace Kennedy gave a very fine talk on "Friendly Enemies, or the Relation between Commercial Arithmetic and Calculating Machine Operation," saying among other things that more time for thinking and for analysis are necessary than the ordinary teaching of arithmetic gives. Too much time is taken by the mechanical operation, while the greatest profit comes from the analysis. She recommended the use of the calculating machine in the first year rather than the fourth, saying that the machine adds to the interest of the pupil in commercial arithmetic and that 90 per cent of the graduates of schools go into the larger offices where they are required to use calculating machines. Among the topics in which the calculating machine may be used to great advantage, she named the following: Invoices, discount, pay roll, profit and loss. She says the business man wants a thinker, and therefore the machine should be used as a supplement in the teaching of arithmetic. Miss Kennedy's talk

was characterized by her clear thought and excellent vision of the needs in practical education.

The last paper, "To What Extent Should Rapid Calculation Work be Given in Business Arithmetic," was handled by Mr. Bigelow, of Atlantic City. His talk was very practical and interesting, not only because of what he said, but because he vitalized the topic by inducing his hearers to participate in the discussion. He emphasized accuracy and speed as the two chief characteristics of the subject, showed the value of checking, and recommended a speed chart, having worked out what appeared to be an excellent one for himself.

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Round Table—Business English and Correspondence

Saturday Morning, March 26

Addie M. L. Cummings, Chairman

Report by Hubert A. Hagar

"BREAKING Down the Barrier Between 'Academic' and 'Business' English," was the subject discussed by Miss Olive Hart, head of the English Department of the South Philadelphia High School for Girls. Miss Hart holds that fundamentally all English training should be the same and that the chief difference between academic and business English is the difference in aim. The teacher of business English must first determine the goal to be reached and follow this by giving the students practice in problems of business intent. Students should be required to do special reading for the development of ideas, which, of course, must precede all effective expression.

The subject was further discussed by Mr. Irving V. Cobleigh, High School, Danbury, Connecticut, Mr. Walter B. Spencer, Principal, High School of Commerce, New Haven, Connecticut, Mr. F. G. Nichols, and Mr. H. A. Hagar.

Mr. Spencer believes that there should be no definite line of demarkation between business English and academic English. He favors a broad general training and is of the opinion that students who have received the proper instruction in the fundamentals will have very little trouble in adapting themselves to the requirements of business English. In the main, Mr. Spencer's ideas were supported by Mr. Hagar.

Mr. Cobleigh considers the chief difference between the two types of English as a difference in style. In the teaching of business English he emphasizes the necessity for plain, simple statements and the omission of all long and involved sentences, figures of speech, etc. Mr. Nichols dwelt on the necessity for a thorough training in the elements of English in the lower grades, leaving the special training for the more advanced courses.

"Impression Not Expression is the Vital Element in Business English," is the opinion of Professor G. B. Hotchkiss, head of the department of Business English, New York University. Professor Hotchkiss brought out the point that in practically all teaching of academic English students are taught the art of *expression* while very little thought is given to the art of *impression*. In all business English training the "you" element should be uppermost. He also dwelt on the necessity for a thorough training in the elements and the importance of motivating the work by showing the student the utilitarian value of a good

foundation. As far as possible, there should be brought into the classroom the atmosphere of the business office and students should be trained to see that English may be written for utility purposes without any sacrifice whatever of the strength or beauty of any other literary work.

In speaking on the subject of oral English, Mr. Dudley H. Miles, chairman of the English department, Evander Childs High School, New York City, said: "Everyone recognizes the necessity of giving training in oral English. The real problem is how to give that training. Pupils will work effectively only when they feel that the work is worth while or will lead to something. Their ability to talk can be developed best by giving them the kind of situations which they are likely to meet in actual business.

"One kind of exercise which meets these conditions may be used in connection with application letters. After the letters have been written the committee of the class examines them. This committee rejects all those applications which are not neat in apparance and sensible in content. At the next meeting of the class, the teacher installs a chairman of this committee at the desk to act as employer. Perhaps another member of the committee will serve as secretary. Those pupils whose letters have been judged satisfactory are called to the front for interview with a view to employment. Where the chairman possesses some dramatic ability this exercise becomes a very real test of a command of English for such a practical situation.

"Similar situations can be devised in connection with almost any other part of the English work. Once this method is well under way, it will produce an interest in the oral work and lead to improvement in the practical command of English which will be very gratifying."

One of the most interesting addresses of the conference was by J. L. Zerbe, Assistant Professor of English, University of Pittsburgh, and head of the English department of Duff's College, Pittsburgh. Professor Zerbe told at length how he uses the business letter as a medium for teaching spelling, syllabication, word discrimination, the fundamentals of grammar, sentence structure, the principles of composition, and the form and content of commercial correspondence.

"Nowhere in the business world," he said, "is a word thought of as spelling, agreement of words as grammar, sentences as symbols of thought, and punctuation as breathing pauses. These arbitrary divisions are the creations of the school. They are not isolated units of expression; they are symbols. Language is a means of expressing our impressions. These symbols, then, are not ends in themselves, but simply means to an end. If the unit of expression is the letter or theme, then why should we not teach these several isolated symbols as parts of the general impression to be conveyed? By motivating through the letter or theme topic, we can eliminate several divisions of our work and frequently eliminate classes and thus save these class periods."

Professor Zerbe believes that the big problem of the private commercial school is to adopt more intensive methods of instruction, not only in business English but in other subjects usually taught in the business school, in order to make room for the newer and more fundamental subjects of business organization and

administration, salesmanship, advertising, office routine, and personal and business efficiency. The whole address was so practical and of such vital interest to the teacher of English in the private school, that we hope in the near future to publish the entire paper.

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Business Penmanship

Saturday Morning, March 26

Henry W. Patten, Chairman

Report by Louis A. Leslie

THE principal feature was the talk given by Mr. A. S. Osborn on "The Penman as a Handwriting Expert." As Mr. Osborn brought out, his profession, as such, is a comparatively recent one, as it is only within the past few years that the courts have recognized the positive value of evidence of this nature.

Mr. M. J. Ryan, in his talk on "What Proportion of the Penmanship Hour Should Be Devoted to Movement Drills, and How Soon Should the Drills Be Applied to Writing," said that even in the advanced writing classes the movement drills should be retained for the first five minutes of the practice period, as they are valuable in loosening up the muscles.

Mr. S. E. Bartow, of the A. N. Palmer Company, spoke on "The Use and Abuse of the Blackboard in Teaching Penmanship." He told of some ingenious plans which have been worked out to make the blackboard a real aid in the teaching of penmanship.

Mr. H. W. West, in his paper on "How Soon Should the Element of Speed Enter into the Teaching of Penmanship," said that he believed that speed should be introduced in the very beginning.

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Report of Committee on Resolutions

MR. S. C. WILLIAMS, President of Rochester Business University, chairman of the Committee on Resolutions, read a brief history and resolutions concerning the deaths of Mr. James A. Lyons, of Lyons and Carnahan, Mr. Wallace E. Bartholomew, late Specialist in Commercial Education for the State of New York, and Mr. Joseph S. Dickey, late President of Bowling Green Business University and of the National Commercial Teachers' Federation.

The audience stood as a mark of respect to these distinguished men in the commercial education field, and the resolutions were adopted unanimously. Brief sketches of their lives and the work they did, have appeared in the *American Shorthand Teacher* and the *Gregg Writer*.

Resolutions were also offered and adopted, thanking the speakers who contributed so ably to the enrichment of the program by their presence, their messages, and their inspiration, including in this list special mention of Mr. Anning S. Prall, president of the Board of Education of New York City; Mr. Howard C. Smith, of Hathaway, Smith and Foulds, New York City; Mr. F. C. Henderschott, of the New York Edison Company; Dr. R. N. Little, American Institute of Safety, New York; Mr. C. E. Hostetler, Federal Board for Vocational Education, Washington, D. C.; and Dr. Frank Crane, of New York City, editor of *Current Opinion*.

Resolutions were also adopted thanking the Hotel McAlpin, the

exhibitors, Mr. F. L. Mark and his efficient committee for the enjoyable entertainment provided, to the magazines for their reports, to President Robert A. Grant, of the National Commercial Teachers' Federation, for an invitation to their next meeting; to the Remington Typewriter Company, through Mr. Salet and Mr. Spillman, for mailing fifteen hundred preliminary announcements of the meeting; and, finally, to all the officers for their coöperation.

Mr. S. C. Williams, Mr. P. S. Spangler, and Miss Marie Read comprised the committee.

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School News and Personal Notes

(Continued from page 390)

June 29, was attended by the Lions Club and the representatives of the school textbook and machine companies. The menu was multigraphed by the students and was a fine piece of work. We cannot reproduce the effective combination of black and red type, but you will be interested in the novel menu.

LIONS CLUB LUNCHEON
Armstrong Secretarial School
June 29, 1921

MENU
Shrimp Salad—Remington Dressing
Royal Olives
Creamed Secretary
Fresh Ledger Peas
Transcribed Potatoes
Hot Rolls (dictated)
Printers Pye
Tabulated Milk Underwood Coffee

"No job too big for the multigraph."

Don't you wish you'd been there!

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The summer session at Stanford University has the largest attendance in its history under the direct supervision and efficient instruction of Professor Nathaniel Sanders.

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Reports from the summer sessions at the Oregon Agricultural College, University of Oregon, Washington University, Idaho Technical Institute, University of Nevada, University of Arizona, University of Utah and the Far West Normal Schools indicate a large enrollment of teachers in the departments of commerce and method classes. The Pacific Coast states rank first in education according to the Government statistics, and one reason for this is the regularity with which teachers spend their vacations at the summer sessions of the schools of higher education.

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For several years Mr. C. N. Harer was a member of the faculty at Goldey Business College, Wilmington, Delaware. He has recently accepted a position with the American Business College at Minneapolis.

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Haskell Institute is no longer to have their old commercial director. Mr. C. E. Birch will head the commercial work at Lawrence High School, Lawrence, Kansas.

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Mr. I. Darwin Shoop is now teaching in Temple University, Philadelphia. He came to the University from the High School at West Pittston, Pennsylvania.

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Providence High School is going to lose their commercial teacher, Miss S. Ada Rice, to the Indiana, Pennsylvania, State Normal School.

DICTATION MATERIAL

to Shorthand Plates in *The* GREGG WRITER

Sentences on "Similar Words"—II

By Lorna D. Brown

The *estimate* of *labor's* demands is far in *excess* of that *expected* by the public at large, but the *fault* is *revealed* through the pages[25] of the "People's *Guardian*."

This ultra formal *garden* was the work of an *ingenious man* who stands *high* in his profession.

An *expansive* platform was[50] used by the candidate for *prosecuting* attorney.

The bald eagle is still *extant*, though it is in danger of becoming extinct if it is not[75] more carefully *guarded*.

The clause *hereinafter* mentioned is full of *human* appeal.

An *insight* into the *inside* workings of the association will soon show that[100] it is of no *permanent* value and therefore not worthy of our *support*.

A too *indulgent* mother has *started* many a young man on a[125] criminal career which was augmented by his own *perverse* actions.

It is not the place of a soldier to find *fault* with, or to *commend*[150] a *command* given by a superior officer, nor in fact, to *comment* upon it in any way, but to obey it *instantly*.

His *domination* of[175] the assembly was *destined* to have a good *effect*.

The *discussion* of the *debtors* regarding the reduction of discounts allowed to certain firms presented a[200] *difficulty* which no amount of *diligent* study could overcome.

It was a *distinct* disappointment that the *distinguished* minister was not *present* at the *dedication* of[225] the new Court House, but he said that Trenton was at too great a *distance* from his home city.

It was entirely *credible* that the[250] *election* of Mr. Farnsworth would cause his party to openly *defy* the previous policy of its leader.

Motion pictures make use of optical *illusions* in[275] many otherwise impossible situations.

He does not wish to be *disturbed* until he reaches his *destination*.

The *dissection* of a plant will show the various[300] parts of which it is composed.

The prevalence of the contagious *disease* caused the death of *several* of the inhabitants. (320)

The Way to Success

By Margaret Maynard

"IT WAS my own fault. I undervalued myself and somebody else got the job."

So said a man almost viciously, who had previously knocked over[25] conventional ideas and surprised some of his friends by remarking that his chief fault was over-modesty—it had been the worst enemy he had[50] ever had to fight against.

"Conceited, eh?" observed one of his hearers apart to another.

"Not at all," said his companion. "Our friend's modest opinion[75] of himself and his abilities has been his chief handicap up to the present, and I am quite sure has robbed him of much of[100] the fruits of success that he would otherwise have had. Believe me, it is a mistake to belittle yourself in the eyes of the world[125] for remember—'Laugh and the world laughs with you; weep and you weep alone.'"

"That's true."

"And it is equally true that if you want[150] other people to believe in you, you must first believe in yourself. Success makes success, and the world does not like you if you are[175] not successful. To be a success to-day

you must have self-confidence and face the limelight, or you will be left behind. If you[200] deliberately put yourself in the background or in a dark corner, you must not be disappointed if you are overlooked, and by the same sort[225] of reasoning, if you depreciate yourself you must not expect the world to think much of you. There are people who are always under-valuing themselves[250] and living in dark corners, while others, of course, find it a very easy matter to appreciate self and need no tutoring, but boldly step[275] in where angels fear to tread."

Considering the ways of the world to-day, when the race is truly to the swift, those who depreciate their[300] own capabilities obviously stand less chance of making a success of their lives, from a business point of view, than those who, in vulgar parlance,[325] can blow their own trumpets.

Careful analysis of the subject shows that self-depreciation is not a virtue but a wrong, for it checks development[350] and breeds weakness, and the weak are not of the kind to strike out and do great things or take risks, and without the courage[375] to take a reasonable amount of risk very little advancement is made. Could our airmen, our explorers, our surgeons and other great men have succeeded[400] in their wonderful tasks unless backed by an abundance of righteous self-assurance, and the courage to take great risks? Faith in themselves is the[425] very essence of their success.

Asked if he considered that self-depreciation was a fault, a well-known author replied without a moment's hesitation, "I[450] consider it a sin rather than a fault. You are here to make the most of your abilities, not the least of them. If you[475] hide your light under a bushel you are doing a wrong to those who are dependent on you. The self-assertive individual is, of course,[500] a bore, and no less offensive is the man or the woman over-impressed with the importance of self, and everlastingly talking of 'I'; but[525] there is a wide difference between conceit or aggressive assertiveness, and justifiable self-appreciation. The one is to be deplored, the other admired. A true[550] and proper recognition of personal ability helps the individual and need not, in any way, offend others. Without belief in ourselves few of us would[575] do much in the way of self-advancement, and we should never rise to the level that it is up to us to reach. To[600] those who, in the days of their youth, were taught to think poorly of self, it may come as a shock to be told that[625] to set a high value on self is an admirable thing."

Self-confidence is strength, not conceit; it is an asset and a necessary factor[650] to success, but it is a fault from which many charming people suffer and that not infrequently affects them in a material sense, as in[675] the case quoted—"It was my own fault. I undervalued myself and somebody else got the job."

Some there be who fail through lack of[700] opportunity, others are given the opportunity, but lack the initiative; they are more impressed by the fear of failure than the chance of success, and[725] so let others, far less clever, perhaps, but primed with that invaluable quality, faith in themselves, "carry through" and win all along the line while[750] they, the nervous ones, live on in a state of self-reproach at lost opportunities.

Legitimate self-appreciation, which is the inspiration to getting on,[775] must not be confounded with the creed of personal success at the expense of anybody. A man, now dead, but twenty years or so ago[800] a prominent figure in the art world, remarked when discussing success with a friend, "To attain your ambition in the world and get on to[825] the best of your ability, you must push aside every obstacle that crosses your path."

Hard views; but the man who

expressed them, oddly enough,[850] made more friends than enemies in his ascent to good fortune.

Self-depreciation acts as a check to doing for others all that might be[875] done, for individuals can render much greater service to those who need help if they have first helped themselves to a position of influence. (899)—*From the Glasgow Weekly Herald, Glasgow, Scotland.*

Business Letters

"JOGGING" LETTERS

Mr. H. K. Morris,
Philadelphia, Pa.

Dear Sir:

In looking over our books we find that your watch has not been here for cleaning for[25] twenty-three months.

Every watch should be cleaned and freshly oiled as often as once in every eighteen months.

A watch is a very delicate [50]piece of machinery—the balance wheel makes three hundred beats or vibrations each minute, or eighteen thousand beats per hour; there is less than one[75] drop of oil used in oiling it, and when this oil is exposed to the atmosphere and necessary wear for a period of from twelve [100]to eighteen months it becomes dry and hard and commences to cut and wear the pivots and steel parts; therefore it should be cleaned and [125]oiled again.

We hope you will favor us with the work.

Yours very truly, (139)

Mr. B. W. Forbes,
Purchasing Agent, Trenton Brass Co.,
Trenton, N. J.

Dear Mr. Forbes:

Are you not making a big mistake by deferring the[25] placing of orders for your requirements in Valve Disks during the coming months? I fear that you are building towards a serious situation for all [50]of us later on. Manufacturing conditions both with respect to materials and help are becoming more and more uncertain, and if you delay your ordering [75]until the last minute, I am very much afraid later on in the summer we may be unable to respond in the way you will[100] need.

I have no right to be too insistent with you upon this point, but at least I wish again to urge that you go [125]over your stocks right now and get specifications into our hands as soon as possible covering your requirements during the period of the next four [150]to six months.

Very truly yours, (156)

\+ + +

In olden times a strong arm was necessary to the dictator, but nowadays, he often finds shorthand more effective.—*Puck.*

The Diamond Necklace

By Guy de Maupassant

(Continued from the July issue)

—in the same state of trepidation in the face of this frightful calamity. Loisel returned in the evening with his face pale and haggard. No word of[1850] the necklace.

"You must write to your friend," he said, "that you have broken the clasp of the necklace and are having it repaired. That[1875] will give us time to look around." She did as he suggested.

At the end of the week they had lost all hope, and Loisel,[1900] to whom it seemed this trouble had added five years to his age, declared: "We must try to replace the necklace."

The following day they[1925] went to the jeweler whose name was on the box. When he had consulted his books he said: "It was not I who sold that necklace,[1950] Madame. I only furnished the box."

Then they went from jeweler to jeweler seeking a necklace like the one that had been lost, and both[1975] of them sick with grief and anxiety. At last in a shop they found one

which seemed to them exactly like the one they had[2000] lost. They were told that it was valued at forty thousand francs, but they could have it for thirty-six thousand francs.

They begged the[2025] jeweler not to dispose of it for three days. He also agreed to take it back and allow them thirty-four thousand francs if the[2050] other necklace was found before the end of February.

Loisel had inherited eighteen thousand francs from his father. He borrowed the rest.

He borrowed a[2075] thousand francs from one, five hundred from another, five louis here and three louis there. He gave notes, made ruinous promises, had recourse to the[2100] usurers and ran the whole gamut of money-lenders. He compromised his whole existence, risking his signature without even knowing that it would be honored.[2125] Then, harassed by anxiety for the future by the black misery which surrounded him and by the prospect of all the physical privations and moral[2150] tortures that were involved, he went for the new necklace and placed on the counter his thirty-six thousand francs.

When Madame Loisel returned the necklace[2175] to Madame Forestier, the latter coldly said: "You should have returned it sooner, as I might have needed it."

She did not open the box,[2200] which was the one thing Madame Loisel had dreaded. If she had discovered the substitution, what would she have thought? Would she not be considered[2225] a thief?

From that time on Madame Loisel knew what it was to live in poverty. It must be said that she bore the ordeal heroically; this frightful debt must be paid.[2250] Her hate of privations were borne stoically. They discharged their maid and rented a smaller apartment near the[2275] roof.

She learned the heavy duties of the household, the odious work of the kitchen. She washed the dishes, the greasy pots and pans until[2300] her pretty hands soon lost all semblance of the care of bygone days. She washed the soiled linen and dried it in her room. Each[2325] morning she took down the refuse of the kitchen to the street and carried up the water, stopping at each landing to take breath. She[2350] wore the dress of the women of the people, she went each day to the grocer, the fruiterer, the butcher, with her basket on her[2375] arm, bargaining and haggling over every sou of her miserable money.

They were obliged each month to pay some notes and renew others in order[2400] to gain time. Her husband worked in the evening balancing and auditing the books of merchants and often was busy all night with copying work[2425] at five sous a page.

This was the life they endured for ten years, at the end of which time they had paid all—all[2450] the interest due the money-lenders with compound interest besides.

Madame Loisel seemed an old woman now. She had become a strong, hard-looking woman[2475] with the unkempt hair, the short skirts, the red hands of the household drudge. She was loud-voiced and like the other women of the[2500] neighborhood.

But sometimes, when her husband was at his office, she seated herself at the window and thought of that evening party of former times[2525] when she had been so beautiful and so much admired.

What would have happened if the necklace had not been lost? Who knows? Life is[2550] a singular and changeable thing full of vicissitudes. How small a thing may save or wreck a life!

One Sunday as she was walking[2575] on the boulevards to divert herself from the cares and duties of the week, she suddenly perceived a lady with a little child comiug toward[2600] her. It was Madame Forestier, still young, beautiful and charming. Madame Loisel stopped short, too agitated to move. Should she speak to her? Yes, certainly—(2625)(*Concluded next issue*)

Short Stories in Shorthand

ENOUGH

Guide: Would m'sieu' like to see one of the robbers strongholds of which there are several in the neighborhood?

Tourist: No, thanks. We're fixed up[25] at a hotel already. (29)

STILL THERE

Two rich business men were chatting together when an elderly man passed by.

"That's Brown; he works for me," said one of the two.

"He's[25] an honest-looking chap," remarked the other. "Has he any staying power?"

"He has that," replied the first. "He began at the bottom of the[50] ladder in '76 and he's stayed there ever since." (60)

TOO EARLY TO DECIDE

Judge (to witness): Why didn't you go to the help of the defendant in the fight?

Witness: I didn't know which was going to be[25] the defendant. (27)

A NEW KIND

Little Betty went to visit her grandmother in the country. Just before dinner-time she discovered that chicken was to be principal attraction.

"Oh,[25] where'd you get the chicken, grandmother?" Betty asked excitedly.

"In the chicken yard," the grandmother replied. "You remember the chickens you saw this morning, don't[50] you?"

"Do you mean the ones I fed?"

"Certainly. Well, we killed one of them."

"Oh, did you? We buy our chickens ready-made." (74)

CAUTION PERSONIFIED!

Mrs. Talkalot—What I have just said is a great secret. It was told to me in the strictest confidence. I must caution you against[25] repeating it.

Mrs. Caustique—I shall endeavor to be just as cautious as you are. (40)

HOW'D HE KNOW?

"Pa, what is sympathy?"

"Sympathy, my boy, is what you usually give to another when you don't want to lend him any money." (23)

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Teachers' Certificates

((*Continued from page 386*)

Esther Neibling Doerty, Findlay, Ohio
Ernest H. Deihl, Auburn, Ind.
Jose Z. deMesa, Chicago, Ill.
Myrtle A. Dolan, Burlington, Iowa
Frances L. Dorr, Springfield, Mass.
Katie A. Driscoll, Louisville, Ky.
Olga A. Dziadik, Springfield, Mass.
Emma Eckhardt, Springfield, Mass.
Sister Mary Edmund, New Orleans, La
Mrs. Bernice Elkins, Polson, Mont.
Mrs. Kenneth Ervin, Springfield, Ohio
Emma Girvin Enyeart, Fort Madison, Iowa
Jennie H. Everrett, Lincoln, Nebr.
Delta Mae Ewers, Columbus, Ohio
Violet Feldman, Mauston, Wis.
Ethel Fierce, Columbus, Ohio
Elizabeth Flynn, Springfield, Mass.
H. L. Forkner, Sacramento, Calif.
Magnolia Frank, Fort Wayne, Ind.
Cleora M. Fredette, Springfield, Mass.
Gertrude E. Frost, Valparaiso, Ind.
Jessie L. Fry, Columbus, Ohio
Loretta Renda Gagne, Springfield, Mass.
Margaret A. Garity, Springfield, Mass.
Maybelle Greer, Uxbridge, Mass.
Alice C. Gibbons, Springfield, Mass.
Bernice I. Gilkerson, Seneca, Kans.
Nathalie A. Gray, Springfield, Mass.
Mary J. Hall, Springfield, Mass.
Rachael E. Hart, Findlay, Ohio
Goldie C. H. Heath, San Diego, Calif.
Clara Hein, Juanita, Nebr.
Anna M. Hermansen, Manson, Iowa
Edna L. Hewson, Mansfield, Pa.
Margaret E. Heyden, Springfield, Mass.
Mrs. Maud Hill, Brownsville, Tex.
Blanche Hodges, Springfield, Mo.
Kathryn A. Holliday, Columbus, Ohio
Edna C. Holmes, Southbridge, Mass.
Ethel D. Holmberg, Beaumont, Tex.
Gertrude House, Columbus, Ohio
Thelma L. Hoyt, Springfield, Mass.
Olive G. Huddleston, Fort Madison, Iowa
Clarence T. Hurst, Hugo, Colo.
Ethel Ingstrom, Fort Madison, Iowa
Roy A. James, Atlanta, Ga.
Mary D. Johnson, Springfield, Mass.
Gertrude M. B. Jesseman, Springfield, Mass.

CtaRR